

# Social Theory

## SOCI 101

Fall 2025 Section 03 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/15/2025

### Contact Information

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#### Office Hours

Tuesdays & Thursdays 3:00-4:00 PM  
DMH 216

### Course Information

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#### Class

Sweeney Hall 331

Tuesday, Thursday, 10:30 AM to 11:45 AM

### Course Description and Requisites

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Comparative analysis of micro and macro sociological theories and their origins, including, but not limited to, conflict theories, consensus theories, structural functionalism, symbolic interaction and recent theoretical developments. Required for majors.

Prerequisite(s): SOCI 1 (or equivalent) and upper division standing. Allowed Declared Majors: Sociology and Behavioral Studies only. All other majors must have instructor consent.

Pre/Corequisite(s): SOCI 100W.

Letter Graded

### Classroom Protocols

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## Classroom protocol:

In this class we are going to engage in constant dialogue and discussion with one another.

- All classroom participants are expected to be respectful to one another. This includes engaging in the practice of active listening, and being respectful of the opinions or experiences of others. No insulting or intimidation.
- Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Reading leads to more richer discussions with one another.

## Late Policy:

- I understand life happens. if you are unable to turn in an assignment on time due to personal/health/family circumstances let me know via email or in person and we can figure something out. You will not receive credit for an assignment if you did not communicate with me seven days after the assignment was due.
- If you do-not communicate with me in advance or shortly after class, you will receive a 10% percent deduction each day you submit late. I do not accept any late assignments after seven days.

## Artificial Intelligence use:

- AI tools are not allowed in this course. Any use of such tools will be considered a violation of the course policy.
- AI tools include: chatbots, image generators, , audio/music generators, presentation tools. Utilizing such tools will be considered a violation of course policy.
  - I understand life happens. if you are unable to turn in an assignment on time due to personal/health/family circumstances let me know via email or in person and we can figure something out. You will not receive credit for an assignment if you did not communicate with me seven days after the assignment was due.
  - If you do-not communicate with me in advance or shortly after class, you will receive a 10% percent deduction each day you submit late. I do not accept any late assignments after seven days. Non-compliance will result in a meeting/discussion/email with the instructor to address the violation and determine corrective actions, such as resubmission or a written explanation

## Accommodations for Students with Disabilities

[Presidential Directive 97-03 \[pdf\]](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

## Program Learning Outcomes

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Students will be able to identify and explain major sociological theories and apply them to everyday life.
3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis.
4. Students will be proficient in oral and written communication skills appropriate to the discipline.
5. Students will be able to practice sociology as educated and civically engaged persons.

## Course Learning Outcomes (CLOs)

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(CL01) Demonstrate an understanding of the role of social theory in scholarship and in everyday life.

(CL02) Demonstrate a deep understanding of foundational and contemporary social theory as they apply to contemporary debates.

(CL03) ) Demonstrate the ability to engage with complex theories in conversation with intellectual peers.

## Course Materials

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All readings will be provided in your Canvas. I suggest you print these readings out.

Students are expected to buy one notebook (journal style) assigned only for this class and are expected to bring this notebook to class every class period.

## Course Requirements and Assignments

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**Reading Journals (300 points):** At the end of each module (look for specific dates in the course schedule), students will turn in reading annotations for each assigned reading. The instructor will provide reading annotation prompts for each reading. Prompts will be provided one class meeting before the reading is due. For instance, for readings due on Thursday, the prompt will be provided on Tuesday. Prompts will be provided in class and will also be posted on Canvas. Students must answer at least TWO of these prompts in their annotations and include prompts of their own if they wish. The purpose of reading annotations is for students to interact closely with the text and develop their own connections of sociological theories to their own observations and realities. *Reading journals are due in class on the scheduled date. I will collect both reflection and reading journals in the same day. The same notebook journal must have two sections one for reading journals and one for reflection journals.*

**Reflection Journals (300 points):** Students will be asked to bring their own notebooks every day to class. Every other class, I will provide a prompt for students to write about in class. I will then ask students to share their reflections to class and with their classmates. The purpose of the reflection journal is for students to further develop connections of their own realities/current events with sociological theories. In

addition, reflection journals serve to springboard discussion in class. *Reflection journals are due in class on the scheduled date. I will collect both reflection and reading journals in the same day. The same notebook journal must have two sections one for reading journals and one for reflection journals*

**Final Exam (200 points):** A closed-book exam will be administered during the November 18<sup>th</sup> class period. The exam will consist of 50 multiple-choice questions and two open ended questions. The exam will be culminating and will cover key concepts covered in lecture, class discussions, and in assigned readings. Students with special accommodation can request to do exam at another time **(200 points)**.

**Final Project (200 points):** At the end of the course, students will complete a final project. For the final project, students have to choose TWO theoretical concepts discussed in class, explain these concepts in their own words and develop a connection between these two concepts and empirical evidence/data. For instance, in class we will discuss the theoretical concept of *fronstage* and *backstage*, as well as the racial division of labor. In their final project, students can discuss the *fronstage* and *backstage* of the racial division of labor. Further, students must choose a specific context/situation/topic to further explain their two concepts. For instance, following the example provided above. Students can explain the *fronstage* and *backstage* of the racial division of labor in the restaurant industry. Finally, students can choose ONE the following modalities to develop their argument:

*Research Paper:* Students can research a particular topic/context (e.g., education system, carceral system, social media etc.) to explore their TWO theoretical concepts. Students can also use ethnographic methods and/or interview methods (e.g., observe their own workplace, university, family context, or interview family members or friends) to develop their argument and connect their theories to real world observations. An example of a research paper could be: The *fronstage* and *backstage* of *doing gender* in Tik Tok.

*Art Project:* Students can choose their own art medium (e.g., short film, painting, dance choreography) to develop and extend their connection between the two chosen theories. An example of an art project could be A painting exploring a *gendered mestiza consciousness*. For this project, copy-pasting images from the Internet does NOT count as an art project. The art generated must be yours and must require some level of technique.

*Movie/Show Analysis:* Students can choose to analyze a movie or a TV show to explore TWO theoretical concepts. An example of a movie analysis could be: Ideology of Gender in the film *Pretty Movie*. Remember that if you select this option, you must provide a detail analysis of the movie with descriptions of scenes to move forward your argument.

For all three options there is going to be an oral component and a written component.

*Oral Component:*

Students must present their final project to their classmates during assigned class times. Each presentation must include a description of their two chosen theoretical concepts, and how you created a synthesis between the two, as well a description of your topic, and findings. You may choose to do a PowerPoint presentation; however, this is optional, you will be graded in how effectively you present your concepts-and-empirical evidence. Students doing an art project can bring their art piece to class and/or show pictures of their piece or progress. Each presentation will last five minutes. **(100 points)**

Written Component: For the research and movie analysis, students must present their argument in 2,000 words (approximately 4 pages double spaced). For students who choose the art project, they must present a 500-word written description of their project (including how it represents/extends their two theoretical concepts). (100 points).

## ✓ Grading Information

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<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Grade breakdown:

Reading Journals: 300 points.

Reflection Journals: 300 points.

Final Exam: 200 points.

Final Project: 200 Points.

Total: 1,000 points.

# University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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### SOCI 101: Social Theory Fall 2025 Course Schedule

*This schedule is subject to change with fair notice from the course instructor via email.*

*All readings can be found in Canvas file or in the Reading List Link.*

<i>Date</i>	<i>Module (in bold) &amp; Concepts.</i>	<i>Readings/Media, Assignments, &amp; Deadlines</i>
	<b>Introduction</b>	
August 21 (Thursday)	Syllabus: Course Roadmap	Course introduction and introducing each other.
August 26 (Tuesday)	What is Social Theory? What do we Use it for?	Introduction—Social Theory: Its Uses and Pleasures- Charles Lemert.
	<b>The Individual &amp; Society</b>	

August 28 (Thursday)	frontstage/Backstage	The Presentation of Everyday Life, Irving Goffman.  Introduction.
September 2 (Tuesday)	frontstage/Backstage	The Presentation of Everyday Life Irving Goffman.  (Pages 10-19).
September 4 (Thursday)	Doing Gender	Performative Acts and Gender Constitution: An Essay in Phenomenology and Theory, Judith Butler  (Pages 519-524).
September 9	Doing Gender	Performative Acts and Gender Constitution: An Essay in Phenomenology and Theory, Judith Butler  (Pages 524-531).
September 11	Double Consciousness	Souls of Black Folks: Forethought and Pages (7-14).
September 16	Double Consciousness	Souls of Black Folks: Forethought and Pages (7-14).

September 18	Mestiza Consciousness	Borderlands/La Frontera: Gloria Anzaldua  Chapter 7
September 23	Mestiza Consciousness	Borderlands/La Frontera Chapter 7 Gloria Anzaldua  Chapter 7  <b>Reading Journals &amp; Reflection Journals #1 Due in Class</b>
September 25	Theory Re-Mix	Class discussion.
	<b>Capitalism: Four Different Views</b>	
September 30	Class Struggle	Communist Manifesto, Karl Marx and Frederick Engels  (Pages 14-21).
October 2	Class Struggle	Capital Vol 1., Karl Marx  (Pages 125-130).



October 7	Social Reproduction	Wages Against Housework, Silvia Federici  Chapter 4
October 9	Social Reproduction	Contradictions of Capital and Care, Nancy Fraser
October 14	Racial Division of Labor	Black Marxism: The Making of the Black Radical Tradition (  Introduction (Pages 2-5)
October 16	Racial Division of Labor	Black Marxism: The Making of the Black Radical Tradition Cedric J. Robinson.  (Pages 199-202)
October 21	Interlocking Systems of Oppression	Women, Race, & Class (excerpts), Angela Davis.
October 23	Intersectionality	The Combahee River Collective Statement
October 28	Theory Re-Mix.	Class discussion  <b>Reading Journals &amp; Reflection Journals #2 Due In Class</b>
	<b>Power and Ideology</b>	
October 28	Ideology	Prison Notebooks, (Excerpts), Antonio Gramsci

October 30	Ideology	Ideology and Ideological State Apparatuses (excerpts), Louis Althusser.  (Pages 30-42)
November 4	Panopticism	Panopticism,  Michael Foucault
November 6	Subjectivity	The Subject and Power, (excerpts), Michael Foucault  <b>Reading Journals &amp; Reflection Journals #3 Due In Class</b>
November 11	Veteran's Day	<i>No Class.</i>
November 13	Theory (Super) Re-Mix (Final Exam preparation).	Class Discussion
November 18	Final Exam	Final Exam
	What about Objects?	

November 20	Cyborgs	Cyborg Manifesto (Excerpts), Donna Haraway  <b>Reading Journals and Reflection Journals #4 Due In Class</b>
November 25	Movie Day	Movie (In Class): Donna Haraway: Story Telling for Earthly Survival
November 27	<b>Thanksgiving Break</b>	<i>No class.</i>
December 2	Big Theory Re-Mix.	  Final Class Discussion.
December 4	<b>Final Project Workshop</b>	<b>(In Class): Final Project Workshop.</b>
December 9	<b>Final Project Presentations</b>	<b>Final Project Presentations</b>
December 11	<b>Final Project Presentations</b>	<b>Final Project Presentations</b>
December 16	<b>Final Project Due**</b>	